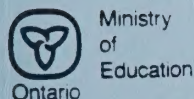


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A HANDBOOK FOR
DESIGNING AND MARKING
THE O.A.C. 1 WRITTEN EXAMINATION
IN ENGLISH

DRAFT

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THE BACKGROUND:

- 1967: end of Provincial Examinations
- Growing divergence in examination practices
- University/public perceptions of variability in marks and declining standards
- 1984: OACs in English; study of Grade 13 English examinations
- 1985-86: Meetings to promote provincial consistency in OAC examinations

THE HANDBOOK:

- Purpose of Examination
- Format of Examination
- Design of questions
- Apportioning of marks
- Marking of the examination
- Sample examinations

BOARDS ARE REQUESTED TO ASK HEADS OF ENGLISH TO:

- Model Grade 13/OAC Examinations according to the suggestions in this handbook
- Sign approval of the OAC I Examinations and keep them on file
- Retain marking schemes and outlines of responses expected
- Retain six marked student papers from each exam, representing poor, average, and superior papers

THE MINISTRY WILL:

- Collect a sample of exams and responses in 1987-1988
- Prepare reports for boards and the public

If evaluation of student achievement in OAC English is to be seen as sound, teachers will need to focus on the particular OAC objectives that are most appropriately tested by timed written examinations, and will need to be consistent in their evaluation strategies.

This booklet has two purposes:

1. to assist teachers to adapt their current examination practices to the related objectives of the OACs in English,
2. to ensure sound and consistent evaluation of student achievement province-wide by establishing common standards, conditions and strategies for the OAC I examination.

A 1983-84 investigation¹ of Grade 13 English examinations from 35 Ontario schools shows that there is little consistency in demands and format. Some of the examinations would be acceptable for OAC I English because they meet OAC standards and objectives in high-level thinking, in reading and in writing. Others would not. Moreover, there is serious inconsistency among the examinations in the number and type of tasks demanded within the same time, in the levels of thinking required, and in the way marks are allocated.

This booklet will help teachers design and mark OAC I examinations to meet OAC requirements, while keeping exams and standards for marks fair and consistent across schools.

1. See Appendix A for summary.

THE PURPOSE OF THE EXAMINATION

The examination is meant to 'judge the student's achievement in relation to the stated objectives of the course' (OSIS). As a "summative" evaluation instrument it is designed only to estimate what the student has already learned to do, although it may also be used for "formative feedback": detailed diagnostic information for helping the student continue to learn. It must also ensure efficiency, score reliability, and consistency across many different teachers and schools.

Though it is a limited kind of measure, the impromptu timed reading and writing tasks we recommend here have several advantages:

- They allow for supervised performance which ensures that all students are working with only the resources they can bring to the exam, guaranteeing them an equitable start and common conditions during testing.
- They reflect a common testing procedure with which students should gain some experience, as well as a kind of reading and writing under time pressure that adults encounter in the business and political world.
- They tend to limit the amount and variability of what students produce making it easier to compare skills levels in a general way during marking.

- Such tests are generally accepted as good predictors of how well students are likely to perform later when they must use the skills they have mastered.

But the examination is limited by the same factors that make it appropriate for what it does. While it is an efficient way to assess a student's impromptu writing and thinking skills, it is not the best means for testing other OAC objectives. For example, enjoyment of literature, listening, speaking, and experience with reading and writing as extended processes are better evaluated through class work, the writing folder or independent study.

In sum, the exam should:

... require students to apply concepts rather than merely recall content... (they) thus reflect the course objectives by having students use high-level thinking skills, develop a position, select evidence, and write effectively.

Ontario Academic Courses:English, p.8

Specifically, the OAC 1 English examination can test students' thinking, reading, and writing by focusing on their abilities to:

- organize, generalize, analyze, synthesize, and evaluate
- use inductive and deductive logical processes such as:
 - classifying
 - comparing and contrasting
 - arguing by analogy and anecdote
 - analyzing cause and effect
 - supporting by example, definition and reference to authority
- detect fallacies and biases
- demonstrate a clear grasp of standard language usage, structure, and style, including consideration of audience, purpose, tone, and the use of rhetorical devices.

An examination seeking to test such objectives should

- draw in part on material the student has studied in the course, while allowing him or her to draw freely on any prior thinking and experience which might serve to support thoughtful responses.
- allow adequate time for the given tasks.

THE LOOK OF THE OAC I EXAMINATION

... argumentative discourse holds a very special place, not just in the educational system, but in the development and communication of knowledge in Western society Argumentative discourse must be preceded by reasoned thinking, the kind of thinking that is central to the academic enterprise.²

On the OAC examination, students can demonstrate their competence with thinking, reading and writing within the framework of argumentative discourse.

Thus, the OAC I examination should comprise two sections roughly equal in value, each of which stresses the application of skills and knowledge required in producing and analyzing argumentative discourse:

- | | |
|----|---|
| 1. | A QUESTION, BASED ON THE MATERIAL STUDIED, REQUIRING AN ARGUMENTATIVE ESSAY RESPONSE IN STANDARD WRITTEN ENGLISH, DIRECTED TO AN ACADEMIC AUDIENCE. |
| 2. | QUESTION(S), BASED ON A SIGHT ESSAY RELATED TO THE MATERIAL STUDIED, REQUIRING RESPONSES IN SUCH FORMS AS SHORT ANSWERS, OUTLINES, AND SUMMARIES. |

The following conditions further describe the OAC I examination:

- At least 1½ hours for the first component, and one hour for the second should be allowed. Guided by their professional judgement, teachers may allow additional time and/or administer the two components in two separate sessions. However, so that all students can demonstrate their ability to respond under time constraints, they should not receive any part of the examination in advance.

-
2. Pringle, I. and Freedman, A.
A Comparative Study of Writing Abilities in
Two Modes at the Grade 5,8 and 12 Levels, Ministry of Education:
 1985, p. 124

- A choice of questions may be offered as long as all questions derive from the OAC objectives. However, too many choices may force students to use up too much time in selection. Moreover, the examination should not present an "easy" question equal in value to a more difficult question.
- The examination should clearly specify how the marks are to be awarded so that students can define their tasks and organize their time and know the standards by which their work is being judged.
- Students should be permitted to use dictionaries during the examination.

DESIGNING EXAMINATION QUESTIONS

The ability to construct high-quality questions requires a knowledge of the principles and techniques of their construction and skill in their application. ... No degree of proficiency in evaluation can compensate for poorly phrased questions.³

Suitable questions are derived from the OAC objectives, are clear in their wording and appropriate in their level of specificity. To ensure examination quality, teachers should work together to design the questions. Moreover, all questions should be answered by teachers to check on clarity and appropriateness of time allowed.

Deriving the Questions from the Objectives:

At the OAC level in English, the questions must require the students to generalize, analyze, synthesize, organize and evaluate in their reading and writing, rather than merely to recall, illustrate and explain. Such verbs as the following, found in various educational taxonomies, direct students to use these high-level thinking skills.

agree or disagree, analyze, argue, assess, compare/contrast, conclude, consider the effects, criticize, debate, defend, distinguish, examine the implications, explore, evaluate, generalize, interpret, justify, judge, paraphrase predict, prove, summarize, suppose, synthesize, recommend, suggest, propose.

3. Gronlund, N. E., Measurement and Evaluation in Teaching, 4th ed., New York: MacMillan, 1981, p. 175

It may appear that questions will elicit high-level thinking because of their wording. In fact, they will not do so unless they require that students apply their knowledge and skills in a context different from that presented in class. Moreover, regardless of the verb of instruction, some topics seem naturally to elicit argument, others narrative or description.

Wording Questions Clearly:

A question must be clear in its wording and syntax. When the wording is ambiguous, or when the directions are confusing or complicated, students writing the examination and teachers marking it suffer unnecessary frustration.

It is essential that students and teachers share a common understanding of words used as directives in questions. Words such as "significance" and "importance" often lead to a variety of unexpected responses. In particular, the word "discuss", found on all the examinations in the 1983-84 investigation,⁴ is a landmine of ambiguity. Students see the word as an invitation to respond in a variety of ways.⁵ Teachers who argue that such variety is acceptable would have no consistency of response from student to student, and hence no basis of comparison of students' performances. To promote clarity and consistency, teachers should replace "discuss" with a more precise verb. (The list on page 7 offers suggestions.)

Teachers should check the vocabulary used in the question to ensure that an unfamiliar word, phrase, or concept does not hinder or misdirect students' responses.

4. Op.cit.

5. See Appendix B. "Student Interpretations of the Word 'Discuss'"

Teachers should ensure that the directives used in questions elicit the performance desired, by avoiding numerous directives presented in complex sentences and given in an order that may confuse students. Furthermore, the sight passage should be free from ambiguous wording, and from unfamiliar words and phrases unless these are explained in footnotes, or their meaning may be derived from context.

Consider the following question:

Discuss the character of Nora in A Doll's House as a victim of social mores and cultural conditioning and compare such a portrayal with a woman of today.

Although the question requires students to use high-level thinking skills, it employs ambiguous words (e.g., "discuss", "a woman of today"), it contains vocabulary which may be unfamiliar to students ("mores", "cultural conditioning"), and it is confusing in its directives since it asks students to do two things (discuss and compare) without connecting them.

Here are two questions which are clearer:

1. Assess the extent to which Nora, the main character in A Doll's House, was a victim of the social values and attitudes of her time.
2. Using Nora, the main character in A Doll's House, as a representative of married women of her time, compare her position with that of married women in Canada today with particular reference to social values and attitudes of each period.

Determining Level of Specificity:

In designing questions, teachers should steer a course between the extremes of vagueness and too much specificity. The questions should be specific enough to ensure consistency of response, yet general enough to measure students' capability with high-level thinking processes.

Since students will not receive material in advance and will be working under a time constraint, the essay question should foreshorten exploratory thinking and writing by directing students toward a thesis. Otherwise, the students have no time to revise and edit. Nor should the reading selection be too lengthy; otherwise students may be hard pressed to complete the required tasks.

To determine students' ability to select, organize, and integrate ideas, and to discourage "padding", the essay question should avoid specific directives about length of response, number of paragraphs, or number of examples. However, students should be told how much time they have to respond. How much they write will depend on their skills in thinking and in organizing and developing text, all of which are being evaluated.

The following questions illustrate extremes of specificity in the essay section:

Question 1 (very vague)

Compare any two novels we have studied this term.

Question 2 (more specific but still vague)

To what extent is it true that the 20th century playwright is concerned with exploring the minds of his characters?

Question 3 (far too specific)

One of the principal causes of the downfall of the tragic hero is hubris or overwhelming pride and ambition, that blinds the tragic hero, not only to his own place within the Natural Order of Being, but also the place mankind occupies in the Chain of Being. Thus, the tragic hero often finds himself isolated, suspended somewhere between the earth and "that something greater in the sky". Thus, often, the tragic hero will err and attempt to take upon himself powers which are not rightfully his, and thus bring upon himself divine revenge. Both Creon and Oedipus demonstrate these characteristics, to a greater or lesser extent. Select three characteristics from those referred to above and, in a five-paragraph, essay style answer, discuss how both heroes demonstrate these characteristics. Each paragraph of the body of the essay should deal with one characteristic and should discuss how it applies to both heroes. Your paragraphs should be developed in point-proof discussion format with two marks being allocated for point - two for proof - and two for discussion in each paragraph of the body of the essay. The remaining two marks are allocated for essay style and freedom from mechanical errors.

Questions 1 and 2 are unsatisfactory because they invite such a variety of responses that they cannot be compared and are too wide in scope to be dealt with in one hour. Question 3 is unsatisfactory because it pre-plans the students' thinking and organizing. (Moreover the organization of the question may cause confusion because the directive is embedded in the middle of the prose.)

The following questions exemplify more appropriate levels of specificity for the essay section:

Question 1

Many people believe that the struggle to reach a goal is more rewarding than its final attainment.

Draw on the experiences of characters in _____ to argue whether or not this is a reasonable belief.

Question 2

By referring to Charles Ritchie's journal An Appetite for Life and to your own experience of student life, estimate the extent to which student life has changed since the 1920's.

Question 3

In Timothy Findley's The Wars was Robert Ross justified in shooting Captain Leather?
Argue your case.

The next question and its revision show how a question can be improved to achieve an appropriate level of specificity without pre-planning the students' responses:

Question 4 (original)

Discuss⁶ the similarities in significance of Joan Foster's faked death in Atwood's novel Lady Oracle and the narrator's dive in Atwood's novel Surfacing.

Question 4 (revision)

Compare the ways in which Joan Foster's faked death in Atwood's novel Lady Oracle and the narrator's dive in Atwood's novel Surfacing function as turning points in the novels.

In the reading or sight passage section, when the responses required are very specific, the directions given must also be very specific. The following question and its revision show how a question can be improved to achieve the necessary specificity:

Question 5 (original)

Compare Senator Grafstein's position on the issue of an apology and compensation to the Japanese-Canadian community as stated on May 8, 1984 with his new position just over a month later.

Question 5 (revision)

State Senator Grafstein's position on the issue of an apology and compensation to the Japanese-Canadian community as stated on May 8, 1984, and give his supporting argument.

Then, explain how his position changes just over a month later and give the reasons he offers in support of his new position.

6. cf. p.8.

FROM DESIGNING TO MARKING

Apportioning Marks:

Measuring people's use of their own language is not like measuring height or weight; there is necessarily some inexactness, some room for personal judgement.⁷

The higher the level of thought being evaluated the more inexact become the marking strategies.⁸

Given this necessary inexactness and imprecision, English teachers must ensure that the criteria they use in measurement are understood by students. One way of achieving this is to save sample papers, remove student names, and use the papers to demonstrate the application of these criteria. Marks must reflect students' success with the OAC examination objectives in thinking, reading, and writing by focusing on their abilities to:

- generalize, analyze, synthesize, evaluate, and organize
- use inductive and deductive logical processes such as:
 - classifying
 - comparing and contrasting
 - arguing by analogy and anecdote
 - analyzing cause and effect
 - supporting by example, definition, and reference to authority
- detect fallacies and biases

-
7. National Council of Teachers of English, Common Sense and Testing in English, Urbana, III.: NTCE; 1975, p. 7
 8. Sanders, N.M, Classroom Questions: What Kinds? New York: Harper and Row, 1966, p. 75

- demonstrate a clear grasp of standard language usage, structure, and style, including consideration of audience, purpose, tone, and the use of rhetorical devices.

The total number of marks available should be sufficient to allow for distinctions among the various student responses. For the essay question marks should be allocated about equally for the quality of the argument and for the quality of the writing. In judging the argument teachers may consider the thesis, organization, and supporting evidence offered. In judging the writing teachers may consider clarity of expression, adherence to the conventions of standard English, and the use of rhetorical devices. For the questions on the reading passage marks should be allocated mainly for accuracy in reading and responding, with a small proportion awarded for the quality of the writing.

The rubric found on many examinations that marks will be deducted for poor spelling, grammar, and punctuation represents an incomplete apportioning of marks because it fails to reward writing which is better than mediocre. In other words, if marks are deducted for poor performance in mechanics they should be added for good performance. Teachers should ensure that they allocate a sufficient number of marks to cover the range of writing ability, from poor through mediocre to excellent.

Once teachers have designed the questions they should allocate marks based on probable student responses. In this way, they can determine whether the questions are worded to promote the desired

responses, whether the length of the reading selection suits the time allowed, and whether the allotment of marks is appropriate. Also, they can prepare a tentative marking guide (a composite mock-up of possible approaches to answers). This guide can be adjusted, if need be, once a sample of student papers is read.

Marking the Examination:

Certain marking strategies have been found to promote teacher self-consistency and consistency among teachers. Using rapid impression marking in combination with analytical marking promotes consistency, especially when some conference marking is combined with individual marking. Since the format of the OAC I English examination requires that the teacher mark only one essay and several shorter responses, the marking load for teachers will be less than that revealed in the 1983-84 investigation of grade 13 examinations.⁹

In rapid impression marking the teacher reads the essays, without pausing to mark to form an overall impression and award a mark. This mark recognizes that "meaning is inseparable from its embodiment in language."¹⁰ The same approach can be used for extended responses to questions in the sight passage section.

In analytical marking the teacher holds in mind the criteria derived from the examination objectives and either awards a separate mark under each criterion, or awards an overall mark which takes all criteria into account. This method is necessary if the paper is to be returned to the students, or if teachers want to check their rapid impression mark. The criteria can be elaborated in chart form, marginalia, or extended comments. Short answer questions in the reading section require this approach.

9. See Appendix A.

10. Ontario Academic Courses: English, p.7

A number of benefits accrue when teachers meet together to mark sample responses before beginning their individual marking. Using rapid impression marking they can work towards consistency of standards in awarding grades. Then, using analytical marking they can refine their marking guides. When several teachers have administered a common examination, they can readily collect a sample of student responses to be marked by groups of markers, with three or more to a group. When several teachers in a school or larger jurisdiction have administered different examinations, each teacher can bring a small sample of responses to be marked by groups of three. When a teacher is the sole teacher of OAC English in a school, or the sole English teacher, he/she can enlist the assistance of other colleagues to read and comment on sample responses. From the conference marking teachers can obtain examples of answers of different calibre to use as benchmarks. Later, after they have marked all the papers individually, they can return to the groups with failed papers and papers which have posed problems, and be assured that the marks finally awarded have general support.

When marking individually, teachers should mark the same question or selection on all papers, re-read the first few answers after all have been completed, then shuffle the papers before going on to the next question or section.

On the OAC examination thinking and reading skills are demonstrated through writing. Those students who fail to exhibit a clear grasp of standard language usage, structure, and style should not receive a

passing grade on the examination. On the other hand, "students who meet and exceed all the criteria"¹¹ should receive marks in the 90-100% range.

11. Ontario Academic Courses: English, p. 8

IN CONCLUSION

Clearly, evaluation is tied to instruction. Teachers should prepare students for the kinds of questions they will meet, for the criteria which will be applied in marking their answers, and for the time constraints imposed by an examination.

The OAC examination is designed for university-bound students near the end of their secondary school career. Neither the objectives nor the format of the OAC examination is necessarily appropriate for other students. When teachers are evaluating the achievement of students at other grades and levels they should use summative evaluation techniques suited to such students and the grades and levels at which they are studying.

TWO SAMPLE EXAMINATIONS

The two sample examinations are different;
both are acceptable for OAC I;
both can be improved

THE FIRST SAMPLE

OAC I ENGLISH EXAMINATION

TOTAL TIME: 2½ HOURS

PART A: ESSAY (TIME: 1½ HOURS)

Marks will be apportioned about equally for the quality of your argument and the quality of your writing. Your essay must be in standard English.

Select EITHER question 1 OR question 2.

1. Lear has just left Regan's home in anger. As he wanders on the heath he rages:

"I am a man
More sinned against than sinning."
King Lear, Act III:2

Evaluate the accuracy of Lear's self-assessment.

25
marks

OR

2. Catherine Earnshaw in Bronte's Wuthering Heights and Hagar Shipley in Laurence's The Stone Angel are women whose character flaws deeply affected their lives.

Compare the effects of their flaws on their lives.

PART B: SIGHT PASSAGE AND QUESTIONS (TIME: 1 HOUR)

Read the passage below and answer the questions which follow it.

Two apparently contrasting images of the future grip the popular imagination today. Most people - to the extent that they bother to think about the future at all - assume the world they know will last indefinitely. They find it difficult to imagine a truly different way of life for themselves, let alone a totally new civilization. Of course, they recognize that things are changing. But they assume today's changes will somehow pass them by and that nothing will shake the familiar economic framework and political structure. They confidently expect the future to continue the present.

This straight-line thinking comes in various packages. At one level it appears as an unexamined assumption lying behind the decisions of businessmen, teachers, parents and politicians. At a more sophisticated level, it comes dressed up in statistics, computerized data and forecasters' jargon. Either way, it adds up to a vision of a future world that is essentially "more of the same".

Recent events have severely shaken this confident image of the future. As crisis after crisis has crackled across the headlines, as Iran erupted, as Mao was de-deified, as oil prices skyrocketed and inflation ran wild, as terrorism spread and governments seemed helpless to stop it, a bleaker vision has become increasingly popular. Thus, large numbers of people - fed on a steady diet of bad news, disaster movies, apocalyptic Bible stories, and nightmare scenarios issued by prestigious think tanks - have apparently concluded that today's society cannot be projected into the future because there is no future. For them, Armageddon is only minutes away. The earth is racing towards its final cataclysmic shudder.

On the surface these two visions of the future seem very different. Yet both produce similar psychological and political effects for both lead to the paralysis of imagination and will.

If tomorrow's society is simply an enlarged Cinerama version of the present, there is little we need to do to prepare for it. If on the other hand, society is inevitably destined to self-destruct within our lifetime, there is nothing we can do about it. In short, both these ways of looking at the future generate privatism and passivity. Both freeze us into inaction.

Yet, in trying to understand what is happening to us, we are not limited to this simple-minded choice between Armageddon and More of the Same. There are many more clarifying and constructive ways to think about tomorrow-ways that prepare us for the future, and more important, help us to change the present.

Alvin Toffler

PART B:

5 marks are available for writing in standard English.

- | | | |
|----------|----|---|
| 6 marks | 1. | Beginning with a statement of the writer's thesis, summarize the passage in three or four sentences. |
| 25 marks | 2. | Evaluate the effect on the reader of the writer's imagery by making specific references to the text. |
| 4 | 3. | Using specific examples from your own experience and observation, describe your own general attitude toward the future. Explain which of his categories Toffler would apply to this attitude and why. |
| 10 marks | | |

50

MARKS TOTAL FOR THE EXAMINATION

THE FIRST SAMPLE

OAC I ENGLISH EXAMINATION

RATIONALE AND MARKING GUIDE FOR TEACHERS

PART A: ESSAY

1. This question requires the students to interpret the statement and evaluate its accuracy, taking into account both Lear's own character and the personalities and actions of those who oppose him. It requires them to articulate a position which may well include a concession ("although..."). In supporting the position they must synthesize their knowledge of the whole work.
2. This question requires students to analyze the personalities of the two characters to select flaws which affect their lives, and then compare the effects of these flaws on their lives. A response is deficient if it merely compares flaws without focusing on effects.

Marks should be awarded for the quality of the argument and the quality of the writing. In judging the argument teachers may consider the thesis, organization, and supporting evidence offered. In judging the writing teachers may consider clarity of expression, adherence to the conventions of standard English, and the use of rhetorical devices.

PART B: SIGHT PASSAGE

The inclusion of this passage assumes that classroom discussion will have focused on issues similar to those which it raises.

1. This question requires students to discern the thesis and supporting arguments and synthesize by summarizing. The summary requires precision and coherence in language usage. A direction about length of response is necessary since the term "summary" by itself is non-specific.
2. This question requires students to select specific images, consider their effects individually and collectively and generalize about their overall impact.
3. This question requires students to evaluate the two categories and to substantiate the evaluation by synthesizing experiences and observations.

In judging the writing teachers should focus on the clarity of expression and adherence to the conventions of standard English.

THE SECOND SAMPLE

OAC I ENGLISH EXAMINATION

TIME: 3 HOURS

PART A: SIGHT PASSAGES (TIME: 1½ HOURS)

Read both the following articles reprinted from the Globe and Mail. Each article will help you to understand the other better and answer the questions on them.

JAPANESE CANADIANS DISTURBED
OVER REFUSAL TO APOLOGIZE
(June - 1984)

By Ann Silversides

"In Canada we now have an opportunity to make history by rewriting it. What will people of other nations say about this? That Canada placed restoration of human dignity before realpolitik*, that Canada placed respect before pride." - Senator Jerry Grafstein, May 8.

In his maiden speech to the Senate, rookie Liberal Senator Jerry Grafstein introduced a motion that the federal Government formally apologize to Japanese Canadians for what was done to them during the Second World War.

He proposed that a special claims commissioner be appointed to provide partial compensation for the property taken from them.

"We are here to give pragmatic support to the law's pragmatic principle," he told his colleagues, "to breathe life into the first principle of equality before the law."

Just over a month later, however, Mr. Grafstein was talking realpolitik, defending the Trudeau Government's response to the issue, which fell far short of what the senator had proposed and was under attack as both inadequate and disturbing.

"We're talking about the political process as well as justice ... you have to deal with both," Mr. Grafstein said in a recent interview when asked about his apparent change of view. "There is a question of practicality here which seems to be misunderstood ... there was an otherwise busy and crowded agenda."

The task of putting forward the Government view was left to Multiculturalism Minister David Collenette.

The minister said last week that the Government "expresses its regret" for the internment of Japanese Canadians during the war and for their loss of property. (That announcement was just one part of the government reponse to the report of an all-party parliamentary committee on visible minorities.)

But the minister said an apology was not possible, since that would be to "cast aspersions" on decisions taken by elected representatives of the people. He did not mention financial compensation, although the committee report had recommended Canada "undertake negotiation to redress these wrongs."

(excerpt)

* realpolitik: political decision-making based on practical realities.

REPORT BLAMES RACISM FOR INTERNMENT (November 20, 1984)

OTTAWA (CP) -- The internment of Japanese Canadians by the federal government during the Second World War was motivated by "racism and political opportunism," not by threats to national security, a report by the National Association of Japanese Canadians says.

The association spent months digging through government archives to produce the approximately 40-page report, which is to be made public tomorrow. Copies of the document, titled *Democracy Betrayed*, have already been sent to Prime Minister Brian Mulroney and Multiculturalism Minister Jack Murta.

About 21,000 Japanese Canadians, including 17,000 Canadian citizens, were stripped of their property, placed in internment camps and given little or no compensation for their losses.

The wartime government said the internment was necessary because of possible collaboration between Japanese Canadians and Japan, which was believed to be planning an invasion of Canada's west coast.

No Japanese Canadian was ever convicted of such a crime.

"The government claimed that this denial of the civil and human rights of these Canadians was necessary to ensure Canada's security," a summary of the report says. "Today, government documents show this claim to be completely false."

Among the claims made by the association are:

- ° The RCMP and senior military officials opposed the removal of Japanese-Canadians from the Pacific Coast "as unnecessary and unwarranted."
- ° Cabinet ministers directly responsible for the wartime treatment of Japanese-Canadians knew they "were no threat to Canada's security."
- ° Those ministers violated the rights of Japanese Canadians "in the hope of winning the approval and support of Canada's hard-core minority of bigots."
- ° Cabinet ministers "systematically distorted the information they gave their Cabinet colleagues" concerning the need for internment.

The report calls on the Government to acknowledge publicly wrongs done to Japanese Canadians and to begin discussions on compensation.

Mr. Murta has said he favours some form of parliamentary apology to Japanese Canadians and has suggested establishing a committee to investigate the possibility of compensation.

Informal discussions between the Japanese-Canadian association and the federal Government began under the previous Liberal administration.

Former prime minister Pierre Trudeau was opposed to giving compensation, despite a recommendation from an all-party Commons committee that formal negotiations for redress begin.

Government officials said more than a year ago that the Justice Department was doing its own review of the compensation issue.

No policy paper was ever released, however, and attempts by The Canadian Press under the Access to Information Act to obtain the pertinent documentation from the department after the federal election in September was denied on grounds that the issue is still before the Cabinet.

PART A: SIGHT PASSAGES - QUESTIONS

5 marks are available for writing in standard English.

Answer all questions.

4 1. (a) State Senator Grafstein's position on the issue of
marks an apology and compensation to the Japanese Canadian community as stated on May 8, 1984 and give his supporting argument. Then state the new position he took up just over a month later and give his new supporting argument.

4 (b) Ann Silversides writes of David Collenette: "the
marks minister said an apology was not possible since that would be to 'cast aspersions' on decisions taken by elected representatives of the people." Assume Ann Silversides has correctly described Collenette's position, and evaluate the logic of his claim.

5 2. State the major contention made in the report of the
marks National Association of Japanese - Canadians. Summarize the argument presented to support this contention.

8 3. Evaluate the response of the Liberal government of
marks Pierre Trudeau to the Japanese - Canadian request for an apology and compensation by making detailed reference in your answer to the statements and actions of the Liberal government as described in both articles.

4 4. In your opinion, which article is more persuasive? Why?
marks

30 marks

PART B: ESSAY (TIME: 1½ HOURS)

Marks will be apportioned about equally for the quality of your argument and the quality of your writing. Your essay should be proofread for clarity and standard usage.

- (30) Is it the responsibility of the present government to offer an apology to the Japanese Canadian community for the actions taken against them during and after the Second World War?

Argue the case, either for or against, with reference to Joy Kogawa's novel Obasan, to the articles above and to any further reading you have done.

60 MARKS TOTAL FOR THE EXAMINATION

THE SECOND SAMPLE

OAC I ENGLISH EXAMINATION

RATIONALE AND MARKING GUIDE FOR TEACHERS

PART A: SIGHT PASSAGES

- 1.(a) Requires analysis to discover theses and supporting arguments.
 - originally recommended apology and compensation, arguing from moral principle: human dignity is more important than politics. Basic principle of law is equality before the law.
 - later said practical politics prevented an apology: practical issues are as important as justice.
- (b) Requires analysis to detect values and principles.
 - minister expressed regret but refused an apology: an example, perhaps, of political evasiveness.
 - logical absurdity in suggesting that a new generation of elected representatives cannot criticize an earlier generation for being wrong.
2. Requires analysis to discover thesis and supporting argument.
 - thesis: wartime government was motivated by 1. racism and 2. political opportunism
 - argument: cabinet ministers were playing 1. to bigots and 2. by implication to economic opportunists.
3. Requires comparison to arrive at a generalization, then by attempted synthesis to recognize errors in logic and to interpret motives
 - regret expressed but apology not possible - contradiction
 - logical absurdity in suggesting that a new generation of elected representatives cannot criticize an earlier generation for being wrong.

- Collette (Min. of Multiculturalism) did not mention compensation; Trudeau (P.M.) was against it; government officials said the Justice Department was studying it; no policy paper was released. Amounts to disagreement or confusion or lack of policy or prevaricating.

(In order to receive a passing grade on the question, the student must make clear that he/she sees the errors in logic)

4. Requires articulation of personal response based on reaction to elements of persuasion such as logic, emotional appeal, evidence of bias, effective use of language.

In judging the writing teachers should focus on the clarity of expression and adherence to the conventions of standard English.

PART B: ESSAY

This question requires the students to take a position and support it. It directs them, 'Argue the case', to help steer them clear of bias toward logical argument free from fallacies while requiring that they critically evaluate the issue. It insists that they synthesize their past reading of fiction with their reading of new material (the newspaper articles), and it provides the opportunity for them to use knowledge gained by further reading.

Marks should be awarded for the quality of the arguments and the quality of the writing. In judging the arguments teachers may consider the thesis, organization, and supporting evidence offered. In judging the writing teachers may consider clarity of expression, adherence to the conventions of standard English, and the use of rhetorical devices.

APPENDIX A

Summary of the Study of 100 English Examinations
from 35 Ontario Schools. (Neil Graham)

Study funded by the Ministry of Education, Ontario, 1983-84

Format:

- 1) 79% allow 1½ - 2 hours.
- 2) 15% allow use of dictionaries.
- 3) Some allow sight passages to be given out in advance.
- 4) 5% show no marking scheme and many others show no breakdown of marks.
- 5) 67% give students a choice of questions, not always similar in difficulty or type of response required.

Tasks:

- 1) 58% have questions on two or three works and/or genres; 25% on only one; 21% on four to seven.
- 2) 50% have sight passages, mainly poetry; 17% test students on knowledge of essays.
- 3) 10% have no essay-type question; few have objective questions.
- 4) 79% have short-answer questions requiring lower-level thinking skills; all test lower and mid-level thinking skills, but many do not test high-level thinking skills.
- 5) 13% evaluate reading skills by providing a sight passage; 2% require a summary.

Time:

- 1) The number of tasks assigned within the same time constraint varies widely. On some papers the excessive amount of choice creates an extra task.
- 2) The time needed to read the sight passages and the length of the passages vary enormously.
- 3) Many examinations require more polished essay answers than could be completed within the time allowed.

Marking:

- 1) There is no consistency in the way marks are allotted, nor is there any consistency in allotting marks for expression.
- 2) 33% do not indicate whether style/expression is being marked.
- 3) 46% value expression at less than a quarter of the total mark.
- 4) The proportion of marks usually awarded for expression sometimes makes it possible for students to receive a pass even when they do not exhibit a clear grasp of standard language usage, structure and style.

APPENDIX B

Student Interpretations of the Word "DISCUSS":

Show or prove by explanation.

Discuss means explain in my own words using an introduction and conclusion to the statement. In the body, I would put in a few points and relate them to the story to prove or disprove the statement.

Discuss means to analyze in depth

Discuss means to present analogies and comparisons and through their juxtapositions come to a conclusion based on evidence.

Discuss means to explain fully what is meant by the statement

Discuss means to talk about, to show how different events are related.

Discuss means to put down facts with evidence that supports them.

Discuss means to talk about the importance of character, plot, etc.

Discuss means to analyze, covering the question from every possible angle.

Discuss means to write as much as you can about something, using examples to illustrate.

Discuss means to say everything you know about whatever is asked.

Discuss means to present all the facts and express both sides of the argument and give your personal opinion.

Graham, Neil, Designing and Marking English Examinations: A Resource Booklet for Scarborough English Teachers, Scarborough Board of Education, 1984, p. 68

Further Information

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